

# Special Education Programs

MONTHLY Newsletter



## SEP Program Staff

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Transition Specialist  
[Brandi Gerry](#), Part B SSIP & Literacy  
Plan Co-Director  
[Melissa Manning](#), Senior Secretary

## Regional Representative List

Contact: 605.773.3678

## Next SPED Director Call

November 16<sup>th</sup>, 2021 - 10am CT

Connect through ADOBE:

[https://taese.adobeconnect.com/sdt\\_a/](https://taese.adobeconnect.com/sdt_a/)

For audio dial: 888-387-8686

Passcode: 818 562 8373

### Agenda Items:

- Child Count
- High Leverage Practices

## SPED Program Highlights

**DOE SEP seeks feedback in setting targets for State Performance Plan.** The department's Special Education Programs (SEP) is seeking broad stakeholder feedback to assist in setting targets for all students with disabilities receiving special education services in a public school district. Parents of students with disabilities, individuals with disabilities, school district personnel, administrators, advocacy groups, and the general public are encouraged to provide feedback by Nov. 30, 2021, on the department's [State Performance Plan: Stakeholder Input webpage](#).

## DOE Program Highlights

**Applications open for Social Studies Standards Revision Commission.** The Department of Education is seeking individuals from a variety of disciplines and perspectives to be part of the Social Studies Standards Revision Commission, which will work with the department to draft new state content standards for K-12 social studies. Establishing the commission is the first step in restarting the review of South Dakota Social Studies Standards, as directed by Gov. Kristi Noem in October. Individuals interested in serving on the commission can use this [online form](#) to apply. The application deadline is **Nov. 14, 2021, 11:59 p.m. (Central)**. Meetings will be a mix of in-person and online. Members will be compensated for their work and will be reimbursed for travel expenses. To accommodate schedules, evening and weekend meetings are likely. See [tentative schedule](#). Please share this information with anyone you think would be interested and qualified.

**FREE trauma-informed training available.** Through the department's Project AWARE grant, trauma-informed communities training is available to all South Dakota schools at no cost. The Center for the Prevention of Child Maltreatment is a partner in Project AWARE and offers the training for educators and school communities. Learn more about the [training options](#). Virtual options are available. Schools and school districts may request a training by contacting [Tifanie Petro](#) at the Children's Home Society. Please provide the date, time, location, and desired training option.

[National School Psychology Week \(NSPW\)](#) is celebrated **November 8-12** and highlights the important work school psychologists do. SD DOE thanks all school psychologists for the service and support you provide to students, parents and school staff. This year's national theme is "**Let's Get in GEAR.**" The theme's acronym provides a challenge to **grow** both personally and professionally, **engage** in best practices and **advocate** for children's access to mental health and learning supports. **Finally, rise** implies resilience and renewal despite the challenges of the past.



## SPED PROGRAM

### FEATURE

### PRESENTATION

## Child Count

The SPED Director Call on November 16<sup>th</sup> will highlight Child Count.

School District special education staff will gain knowledge on the December 2021 Child Count data submission process.

Topics covered:

- Infinite Campus reports and how to access
- Correct dates to be used for Child Count
- Accessing the database through Launchpad
- Launchpad how-to's
- Options for reviewing the data
- Report Options
- Parentally Placed in Private Schools
- Final Steps and Certification Signoff

Important Contact Information:

- Questions about appropriate data submission – contact your SPED regional representative <https://doe.sd.gov/sped/documents/0821-SPEDreps.pdf> or
- Angel Corrales 605-773-5407
- Questions on how to enter or extract data to Infinite Campus – Teri Jung 605-773-5407
- Questions on the data submission program – Bobbi Leiferman – 605-773-5407

# Federal Highlights

The U.S. Department of Education released a new resource: [Supporting Child and Student Social, Emotional, Behavioral and Mental Health](#) to provide information and resources to enhance the promotion of mental health and the social and emotional well-being among children and students. This resource highlights seven key challenges to providing school- or program-based mental health support across early childhood, K–12 schools, and higher education settings, and presents seven corresponding recommendations. This resource includes many [real-world examples](#) of how the recommendations are being put into action by schools, communities, and states across the country.

### IDEA Guidance

U.S. Department of Education - The Individuals with Disabilities Education Act: Provisions Related to Children with Disabilities Enrolled by Their Parents in Private Schools

[The Individuals with disabilities act \(PDF\) \(ed.gov\)](#)

## Early Childhood Highlights

**PBS Learning Media.** Find early learning resources for preschool children. The resources support the critical step of transitioning to school along with activities to inspire teachers and students in the educational world.

[Early Learning Resources for PreK and K | PBS LearningMedia](#)

The resources can be filtered by grade and type of resource specific to the need of the student. The preschool page includes physical development, cognitive, social and emotional development and the arts. For example, social emotional development covers self-awareness, social awareness, self management, responsible decision making, relationship skills and moral functioning. Interactive activities can be used to encourage and teach appropriate social behaviors, one of **Indicator 7 Child Outcomes**.

**Early Childhood Battelle Developmental Inventory 3.** BDI-3 Transition Q & A - Learn when to give the BDI2 and/or the BDI3 by using the examples on page 2 and 3 of the PDF document.

<https://doe.sd.gov/sped/documents/BDI3-QA-0921.pdf>

**BDI-3 Program Labels.** Gain a clearer understanding of the Program Labels (previously in BDI-2 Program Notes) by accessing the Program Label guide. <https://doe.sd.gov/sped/documents/BDI-3-Codes.pdf>

Friendly reminder: BDI3 Program Labels must be entered within 90 days of committing the electronic record form (ERF) or the district will need to use another ERF to record the Program Label. Program Notes and Program Labels are used to track Part B Entry and exit scores for **Indicator 7 Child Outcomes**. The accuracy and timeliness of the Program Notes and Program Labels will have a positive effect on the districts **Indicator 7** data.

**Indicator 6.** Last month EC Highlights featured a self-assessment tool providing a framework for inclusion. This month the link is for those districts discussing the possibility of funding a district preschool to help promote student readiness for school and improve Indicator 6 data. The link provides the district with an EC Program Comparison Worksheet, Determining Costs Inclusive Worksheet, and Braiding Funds: *How Districts Can Create Inclusive Placement Opportunities for Young Child with Disabilities*. [ECTA Center: Financing Strategies and Collaborative Funding for Inclusive Programs](#) Resources are from the Early Childhood Technical Assistance Center (ECTA).

**Increasing Access to Inclusive Environments.** National Center on Early Childhood Quality Assurance – Early Childhood National Centers: Child Care Health and Well-Being.

[Increasing Access to Inclusive Environments \(hhs.gov\)](#)



# Resources to Support Specialized Instruction and Specific Disability Areas

Each month we will feature different organizations and resources that will help you expand your toolkit to meet the needs of a variety of learners. **Disclaimer:** The information is being shared as a potential instructional or professional resource. Most are from state or nationally funded or recognized entities. Please evaluate individually to determine how it meets your needs.

- [Schools and Seizure Preparedness | Epilepsy Foundation](#)
- [Managing Diabetes at School | Diabetes | CDC](#)

**Supports and Accommodations for assessments** information and documents can be found on the [Office of Assessment website](#) in the Special Education-accommodations and supports section. Some of the resources are:

- Districtwide Assessment Policy Guidance
- Reading Passages document
- South Dakota's Tools, Supports, and Accommodations (SD-TSA) document
- Accommodations Summary document

**Transition Sharing Roundups** provides a platform for high school special education teachers to share and receive information about high school transition. The [November webinar](#) has been posted.

**[School-Based Mental Health Providers Document](#):** This document provides information on the roles and services provided by school counselors, school psychologists, school social workers, and community-based clinical mental health counselors and social workers. As many mental health professionals know, students who receive social-emotional, behavioral, and mental health support are more successful in school when it comes to academic achievement, classroom behavior, and engagement in learning. This document shows how the roles and services of school-based mental health providers helps students develop an ability to cope with life's challenges so they may learn, thrive, and grow.

## SD State Disability Category Resources

### Administrative Rules of South Dakota

Article 24:05

(There were new rules adopted that went into effect July 2020, if you have a standalone copy of the rules please make sure you update them. You can download the whole Article on the LRC site.)

### South Dakota Special Education Programs

## Federal Resources

### IDEA Part B Federal Regulations

### US Department of Education

## This Month's SPED Tip(s)

### **Q: How does the IEP team address the Least Restrictive Environment (LRE)?**

A: All services should be decided upon using the principles of Least Restrictive Environment (LRE).

1. The service will help the student succeed and progress in the general education curriculum.
2. The service will help the student engage with his or her peers without disabilities.
3. The services must be based on peer-reviewed research to the extent practical.

There must be a meaningful educational benefit provided by the placement. Social inclusion is not reason enough for a placement decision unless IEP goals directly relate to social interaction and skills in that setting. This is often the case with early childhood students.

For more helpful tips use the [iepQ website](#).



# Professional Development

*To register, please click on the training title.*

## [SPED Resources](#)

Click on titles to go directly to webpage.

[SD Special Education Page](#)

[619 Preschool](#)

[State Performance Plan/Annual Performance Report](#)

[Dispute Resolution](#)

[Special Education Listservs](#)

[Administrative Rules](#)

[SD Department of Education](#)

[Birth to Three](#)

## [New Special Education Directors Webinar Series](#)

Special Education Programs in collaboration with the Technical Assistance for Excellence in Special Education will be hosting a series of interactive virtual webinars new (0-3 years) Special Education Directors in the fall of 2021.

The webinars will focus on general supervision requirements of special education and will include the following topics:

- [Dispute Resolution](#)
- [State Performance Plan \(SPP\) and Annual Performance Report \(APR\)](#)
- [Fiscal Management](#)

\* Please register for each webinar individually. Contact hours available to those who attend the entire 2-hour session.

## [Mandatory Reporting 201](#)

Monday, November 22, 3:00pm-4:00pm (CT)/2:00pm-3:00pm (MT) via Zoom

In this training provided by the South Dakota Department of Social Services (DSS) - Division of Child Protection Services, participants will gain an understanding of:

- Reporting suspected child abuse/neglect
- The screening of the child abuse/neglect reports
- The Initial Family Assessment safety model

Contact [Andrea.diehm@state.sd.us](mailto:Andrea.diehm@state.sd.us) for more information

## [Struggling Reader Series - 3.](#)

Recent Advances in Understanding Word-Level Reading Problems

12/13/2021 4:00 PM- 6:00 PM  
CE Contact Hours : 2

## **Save the Date: Top 20 Training**

July 21-22, 2022 in Chamberlain  
Cost: \$75.00- Breakfast, lunch, and snacks provided. See attached flyer or contact [rebecca.cain@state.sd.us](mailto:rebecca.cain@state.sd.us) for more information.